DOCUMENT RESUME

ED 358 282 CE 063 806

AUTHOR Hinkle, Bonnie B.
TITLE The Counselor and Bias-Free Career Planning Programs: Preparing Students for Improved Decision Making. Equity Report 108.
INSTITUTION Career, Education, and Training Associates, Inc., Columbus, OH.
SPONS AGENCY North Texas Univ., Denton.; Texas Education Agency, Austin.
PUB DATE 93
NOTE 25p.; For related documents, see CE 063 798-807.
AVAILABLE FROM Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. E202: $3; 5% discount on $100-200; 10% on $201-400; 15% on $401-600; 20% on $601 or more. Add 10% shipping and handling, $3 minimum).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Counseling; *Career Guidance; *Career Planning; Counseling Techniques; Counselor Client Relationship; *Counselor Role; Counselor Teacher Cooperation; Decision Making; Educational Legislation; Equal Education; Females; Guidance Programs; Males; *Program Development; School Business Relationship; *School Counselors; Secondary Education; Secondary School Students; Sex Bias; *Sex Fairness; Vocational Education

ABSTRACT

This guide is designed to assist school counselors in developing bias-free career planning programs that will in turn help students' improve their decision-making skills. The following topics are covered: the counselor and bias in career planning, counseling concerns for women, counseling concerns for men, the counselor's role in bias-free career planning, legislation and a bias-free vocational education program, the counselor as an advocate in information dissemination and program practice, suggestions for working with teachers, suggestions for working with parents, suggestions for working with employers and the community, bias-free career planning, and strategies for developing a bias-free career planning program. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED358282

Counselor and Bias-Free Career Planning Programs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Preparing Students For Improved Decision Making

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

H Drier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Career, Education, & Training Associates, Inc.
1236 Langston Drive • Columbus, Ohio 43220

CE063806

BEST COPY AVAILABLE

1993

Equity Report 108

THE COUNSELOR AND BIAS-FREE CAREER PLANNING PROGRAMS

Preparing Students for
Improved Decision Making

Bonnie B. Hinkle, M.Ed, LPC
Springtown High School
300 Pojo Drive
Springtown, TX 76082

ACKNOWLEDGEMENTS

This publication was made possible in part through an equity grant to the University of North Texas, College of Education, Occupational and Vocational Education, Denton, Texas, by the Texas Education Agency under the directorship of Dr. Pat McLeod. Assisting in the design, focus, and review were Dr. Jessie Teddlie and Dr. Bill Loveless, University of North Texas, Ms. Sylvia Clark, Director of Guidance Supervisor, and Dr. Judith Hetherly, Director, Home Economics Education, Texas Education Agency, Austin, Texas.

Special expressions of appreciation are also given to the project's advisory committee which included:

- Warren Bassham, Education Department
  Southwestern Bell Telephone Co., Irving, Texas
- Linda Mason, Region XX Educational Center
  San Antonio, Texas
- Nita Wyatt, North Richland Hills High School
  Birdville, ISD, North Richland Hills, Texas
- Robert Greer, Counselor
  Newman-Smith High School, Carrollton-Farmers Branch ISD,
  Carrollton, Texas
- Carolyn Greer, Director, Guidance and Counseling
  Fort Worth ISD, Fort Worth, Texas
- Craig Wright, Venture School
  Ferguson Educational Center, Arlington, Texas
- Pat Coble, NTETC
  Denton, Texas
- Melba Hartley
  Region XI, Fort Worth, Texas

Career, Education, and Training Associates, Inc.
Columbus, Ohio 43220

Printed in the United States of America
All Rights Reserved
Copyright 1993

FOREWORD

The baby boomers have had the opportunities to venture out in nontraditional careers. As the new generation began to move into the workforce, I believe we asked ourselves, why think nontraditional? The answer came quickly. **[nontraditional occupations present numerous advantages not available in more traditional occupations, advantages that better match your interest, abilities, and aptitudes.]**

Skilled trades and technologies are usually referred to as nontraditional occupations for women, while service, clerical, health, and sales jobs are usually considered as nontraditional for men. Occupations with a prevalence of men generally are higher paying jobs and require more education than traditionally female occupations. Nontraditional occupations are broad and varied, offering a range of options suitable to the diversity of women's needs. Since new technologies are radically changing the labor market, it is imperative for women to consider nontraditional careers for their own economic survival. Many nontraditional jobs offer higher salaries, better benefits, and better advancement opportunities.

Men often pursue a career traditionally pursued by women because these jobs are in the service sector which suffer less from economic changes and usually have more security. Increasing pay, more advancement opportunities, and better working conditions are encouraging people to pursue service occupations. This booklet is designed to assist counselors in identifying sex-role stereotyping that limit students visions and options.

- Bonnie B. Hinkle

TABLE OF CONTENTS

I.	Introduction	1
II.	The Counselor and Bias in Career Planning	1
III.	Counseling Concerns for Women	2
IV.	Counseling Concerns for Men	3
V.	The Counselors Role in Bias-Free Career Planning	4
VI.	Legislation and a Bias-Free Voc-ed Program	5
VII.	Counselor as Student Advocate in Information Dissemination and Program Practice	6
VIII.	Working with Teachers	8
IX.	Working with Parents	9
X.	Working with Employers and the Community	11
XI.	Bias-Free Career Planning	12
XII.	The Next Step	13

I. Introduction

A few weeks ago, I had to have a window replaced in my home. The window was measured and ordered by a male employee of the local lumber yard. A few days later, a woman came to the door, introduced herself as an employee of the lumber yard, and professionally and efficiently installed the new window. I watched her in amazement of her talent and ability. I thought I was open to nontraditional careers, having been accustomed to seeing male nurses, male cosmetologists, female pilots, and female police officers. This simple experience taught me that there is always room for growth, and each of us, whether we admit it or not, are still prejudiced in how we distinguish between men and women's jobs.

Today's students must prepare for changes that will occur in the workplace during the next decade. A workplace that is constantly changing requires new abilities, increasing technical knowledge, and both creative and critical thinking skills. In meeting these challenges, students need to have a better understanding of who they are, cultivate their abilities and interests, appreciate the realities of the changing workplace, understand that lifelong learning is a necessity and vocational training is a key to career success.

II. The Counselor and Bias in Career Planning

Counselors need to be aware and cautious about personal prejudices and biases when counseling students. Upbringing, demographics, role models, educational system, and leaders are examples that influence the way individuals view nontraditional careers. Counselors may need additional training in overcoming personal barriers and preconceptions. A recently overheard conversation between a high school counselor and a male student illustrates this point. The counselor was assisting the high school male student in choosing an elective for spring semester. The counselor responded to the students' question with "The only elective open is homemaking-sewing, and you probably don't want that." It is crucial that counselors assess themselves daily in methods and techniques of eliminating

sex bias and stereotyping. Counselors should allow the student to make their own decisions and not speak or think for the student, and provide them with opportunities and assist in the decision making process. As student advocates, counselors need to help reduce and eliminate sex biases in public education. Counselors should meet with students at least once a semester to assist with career planning, goal-setting, decision making, establishing areas of interest and career exploration to better assure that all students have equal access to career planning. Counselors are instrumental in assisting with the revision and scheduling of courses and programs to meet the needs of our students, as well as to encourage them to participate in vocational education and tech-prep programs.

More efficient ways are needed to increase efforts of introducing elementary and middle school students to an open and equal view of the workplace. Looking at jobs with a nontraditional point of view will help students see that male and females have interests, skills, and aptitudes that allow them to do almost any type of work. Breaking down preconceptions of students is especially effective during their formative years when self concept and values are formed.

Sex role stereotyping can be defined as preconceptions that limit both men and women in fulfilling their potential, dreams, and goals. Sex role stereotyping occurs in a variety of ways. Attitudes about careers are often learned through family, community adults, media, and those in our school. Learning to eliminate sex role stereotyping needs to be planned and should be encouraged in our guidance programs, including elementary, middle and high school, teachers and parents. Not only is the work force older, but its composition has changed. Blacks, Hispanics, and other minorities will become a large share of the future labor force. By the year 2000, approximately 47% of the work force will be women. Changes in womens' work patterns have increased attention to issues such as dual career families, adequate child care and care for aging parents, and women becoming single head of households.

III. Counseling Concerns for Women

Despite the improved status of women in the work force, barriers still exist. Three out of four adult women work full time and continue to be employed in low paying traditional careers, such as retail sales and service. Women need information not only to make a career choice but also to understand the networking, role models, and supports that can help them function to their fullest in the work place. Many women work because of economic need, and traditionally have held lower paying jobs and are single parents. The most expedient way for these women to increase their salary is to move into a higher paying nontraditional occupation. Both men and women should have the freedom to choose their occupation on the basis of ability, interest, need and not on their gender. Moving into a nontraditional career is less difficult and more likely to occur if women are not hampered by their own sex bias and stereotyping attitudes and behaviors.

In 1991, women who were working full-time, earned a median of 70% of men's wages. The disparity between men's and women's salaries remains uncertain and unanswered, but studies have indicated that one-third to one-half of the gap is due to discrimination. The outlook for women in nontraditional occupations will improve only when actions and attitudes change.

Indicators show the recession is not letting up in 1993, and women are working harder and maintaining longer hours with additional weekend work. The Census Bureau reports that the number of women entering the labor force with a college degree is rising 1.5 times as fast as the number of men, and womens median income is growing, but at a slower pace. In 1994, women can expect the same trend with fewer and smaller raises and fewer benefits. However, some women fare better than others in the wage gap war, namely those in nontraditional jobs.

IV. Counseling Concerns for Men

The old saying "it's a man's job" is gradually changing. Men should have the same amount of freedom to choose their occupational field as women, and not be just a gender-based decision. An increasing number of men are sharing a greater variety of responsibilities, such as cooking, cleaning, and caring for the children. On the other hand, with the high divorce rate, many men are becoming single parents who are responsible for home maintenance, food preparation, child care, and are the primary breadwinner. Bias in career planning is not just limited to sex stereotyping of females, but also includes recognition of the variety of ways sex stereotyping limits males. The acceptance of responsibilities associated with caring for the home and nurturing children will be easier for men who are no longer limited by sex biases and sex stereotyping.

As counselors assist students with course selection and career choices, one of the primary goals should be to attract students in exploring and accepting educational and occupational options, based on interests and aptitudes and not just gender.

V. The Counselors Role in Bias-Free Career Planning

Enrollment in many vocational education programs have declined due to improper and incorrect information given to students by the school and community. A solution to this problem is to provide better job information that recognizes, communicates, and challenges inequities and stereotypes and raise expectations. Counselors at the secondary level need to maintain a working knowledge of career development theories and practice. These skills are needed because of the variety of students, such as at-risk students, students with disabilities, parents, and other school and community personnel. Counselors are the vanguards to better ensure that career development is a vital and active ingredient of all students' lives.

IF YOU FAIL TO PLAN--YOU PLAN TO FAIL.

Inappropriate educational and job choices are made and result in disappointments, because youth does not keep their options open and are unable to demand and prepare for the most suitable careers.

When counselor and student ratios are high and direct access to students are limited, individual guidance can be difficult to provide. Career development for students can be realized by using small group counseling and guidance groups conducted separately or in academic classrooms. Guidance departments must provide comprehensive assistance for student decision-making and career planning. The counselor must provide more than just asking, **"What do you want to be when you grow up?"** The role of the counselor is to help students learn more about themselves and the expectations of the changing world of work.

Here are some suggestions to help the counselor identify and reduce bias in career development and planning:

- Review all career materials for gender fairness and build a library of nontraditional careers, including skills requirements, wages, advancement opportunities, and entry requirements.

- Require all students of both sexes to experience a series of modules in nontraditional classes to show how sex biases can limit career choices.

- Use career inventories that are non-gender based, or use both male/female measurements for each student.

- Publicize that both sexes are welcome in all vocational education classes and are opportunities for career exploration.

- Explore students values concerning sex roles and how they influence career choices by using small group discussions of various biased situations.

Advising students more precisely concerning course options and stressing the importance of going beyond the minimum school requirements, continues to be a challenge. All too often, students who have met all of

the academic requirements for graduation, only to realize they have an unclear picture of their future, job or further education because options were closed or not thought through.

Students do not consciously think in terms of traditional and nontraditional classes, programs, and jobs. They don't realize that it has taken many years of hard labor through federal, state and local efforts to reduce sex bias and sex stereotyping in schools and the workplace. Students need to understand their rights and opportunities in order for them to keep their options as broad and free from bias as possible. Students must believe that the workplace is more open to nontraditional thinking and job placement through role models and examples.

VI. Legislation and a Bias-Free Voc-Ed Program

The Equal Pay Act of 1963 was the first piece of federal legislation forbidding sex discrimination in employment and was an extension of the Fair Labor Standards Act. The 1976 amendments to the Vocational Education Act of 1963 required all states to administer programs to eliminate sex discrimination and overcome sex stereotyping in vocational education. Title IX of the 1972 Education Amendments was the first legislation to require equal access to any educational activity receiving federal financial aid regardless of gender. Prior to Title IX's passage, it was common practice to pay female teachers and coaches less than their male counterparts, because males were presumed to be the head of a household. It was also common practice to require pregnant teachers to immediately leave the classroom. Title IX requires that school districts have a grievance procedure available to employees for discrimination complaints, and that applicants for employment be informed that the school district does not discriminate on the basis of gender.

The Vocational Rehabilitation Act of 1973 prohibits discrimination on the basis of race, color, or origin. Section 504 of the 1973 Rehabilitation Act specifically prohibits discrimination in federally funded employment and

programs on the basis of handicap. The Carl D. Perkins Vocational Education Act of 1984 set aside special funds allocated to school districts to eliminate sex bias and stereotyping in vocational education. The 1984 Act also provided the most comprehensive effort to infuse sex equity into an educational programs by requiring positive actions to eliminate bias and stereotyping, as well as ensuring nondiscrimination. The 1984 Act emphasizes activities which assist students in selecting and pursuing a nontraditional occupation while developing a marketable skill. According to Public Law 101-392, the Carl D. Perkins Vocational Applied Technology Education Act of 1990 mandates that all students must have equal access in career choice, career guidance, and options available in nontraditional careers. The Carl D. Perkins 1990 Act also mandates that school districts receiving federal funds must provide career guidance activities and services to the total student body. Despite these protective laws, major differences in employment and earnings between men and women still exists. Counselors are still critically important as student advocates for equity in vocational education.

VII. Counselor as Student Advocate in Information Dissemination and Program Practice

Counselors can be instrumental in publicizing and promoting new and expanding opportunities for nontraditional careers. Guidance counselors need to increase efforts in publishing news releases and feature stories of former students to local media, publicizing the availability of training programs and highlighting the ex-students successes in both traditional and nontraditional careers. Using appropriate role models in panel discussions, participating in career days, and getting former students to help in our recruiting program can all be successful means of publicizing and promoting nontraditional occupations. One example is a theater arts instructor/department developing a video of existing vocational education programs with special emphasis on depicting nontraditional students in a variety of existing programs. Such a tool would allow the academic and vocational worlds to present options and models together, and could be

presented to secondary school students, parents, the school board and employers.

Many guidance professionals have attempted to review, update or design career and vocational education training program brochures, because it was found that old materials depicted students in traditional occupations and fields of study. Vocational education marketing materials have not caught up with current values and attitudes on these matters. It is important to take a more active stand in revamping the advertising and promotion of nontraditional careers, regardless who is developing and distributing such information. "Career days" and "media days" are excellent means of inviting community members in the area workforce to visit students. The "media days" invites members of the local media to visit and observe the career and vocational education facilities and training programs. There is a need to increase involvement in the community and create new opportunities to speak to local community groups to inform about educational and career opportunities for nontraditional occupations.

Nontraditional and eye-catching posters hung throughout the building can stir up conversations among teachers and students, and stimulate thinking toward nontraditional occupations. When structuring advisory boards, select representatives of both sexes who will be instrumental in the modeling and monitoring of sex-bias and stereotyping, as well as those who support nontraditional career decisions. Field trips to unique places of employment can be effective in showing nontraditional interested students can see appropriate employment situations. The students can view research companies using their methods of recruiting women and minorities. Most importantly, counselors need to help inform teachers, parents, and administrators about sex equity and become more knowledgeable about their individual values, attitudes, and focus towards students and the effects of sex bias.

VIII. Working With Teachers

Counselors need to continue efforts in challenging teachers to reshape their vision and values about the benefits of an equitable vocational and tech

prep education. Vocational teachers must refrain from telling students to take auto mechanics or drafting, because these courses will assure them of a job. Instead, vocational educators need to provide students with better skills that will reduce barriers and prepare for jobs. Vocational education and guidance program partnerships are capable of educating all or most students in the skills, attitudes, directions, and employability that can be applied in the workforce after graduation.

The ultimate goal is to assist all students in recognizing careers that will allow them to fulfill their potential and goals. Students need assistance in identifying personal reasons for selection of a career and analyze the relationship between career choices and lifestyles. Nontraditional thinking students need continuous support and encouragement in career exploration and course options. Multi-cultural issues, individual differences, and problem-centered concerns can be taken into account when delivering the activities of a developmental guidance program.

It is easy to think, without systematic program assessment, that there are no major equity barriers for students in public schools. It may appear on the surface that male and female students have equal opportunities to participate in course selection in vocational and tech prep education, as well as extracurricular activities. Counselors need to periodically assess career programs, and if needed, provide solutions to administration and faculty. One solution could be to provide vocational programs that would have the potential to lead to bias-free educational plans for all students.

Some suggestions to assist teachers in identifying and reducing classroom bias are:

- To count the number of teacher/student interactions. For example:

  Boys:
  48 (total number of teacher interactions)
  ÷13 (total number of boys in class)
  3.7 average interactions with each boy

  Girls:
  22 (total number of teacher interactions)
  ÷12 (total number of girls in class)
  1.8 average interactions with each girl

An interaction can be questions, answers, comments, rewards, and directions that are directed to a boy/girl. In the example, the teacher gives the boys more than twice as many interactions as girls.

- Assist teacher in reducing bias in instructional materials. "The Sex Equity Handbook for School" by Myra P. Sadker gives details on a bias-free classroom.

- Coordinate equity training for teachers, which can include legal requirements of equity, community resources, and workshops.

IX. Working with Parents

Parents are still the number one influence in the lives of school-aged students. Parents must know the opportunities that are provided in school and those currently available, while guiding their children's career planning and educational choices. Parents who appreciate the importance of preparing vocationally for economic independence and work satisfaction, are usually instrumental in motivating their children to successful achievement in school.

The counselor is responsible for working with parents by educating, demonstrating, and providing support in meeting multicultural needs. Counselors need to know not only the student, but to get acquainted with their parents. Getting the parents informed and involved in the school setting can be one of the most effective means of promoting successful career planning. Many schools have incorporated parent volunteer programs which allows the networking of parents and school personnel.

- When scheduling an open house, provide an opportunity for parents to experience a mini-version of their child's schedule, and during each abbreviated lesson, incorporate educational tools, techniques and awareness discussions regarding sex bias and stereotyping.

- Organize and provide a career fair, career day, or special interest group, extending an invitation to parents who have nontraditional careers to participate as guest speakers. In addition, contact business and industry personnel to speak to students exploring opportunities for both sexes. Publicize your career fair or career day and make the sessions available to parents and community.

- Throughout the school year, schedule tours of your school facilities which allows parents to observe first hand the educational training their students are receiving.

- Invite parents in nontraditional fields to become an active member of your advisory board. A wide range of activities can be performed with the participation and eagerness of the advisory board.

- Involve parents whenever possible in the planning process of nontraditional enrollment and job-site programs. Also, have available to parents and students, literature, telephone numbers (Texas SOICC toll free career information # 1-800-PLAN) and resources where they can call on for nontraditional enrollment and job-site program information.

- Provide parent workshops throughout the school year as an introduction to career orientation. This is an excellent opportunity to introduce the Career Orientation and Planning Profile (COPP), with the Student Career Planning Guidebook, the Career Planner, and the Career Portfolio.

These are unique guidance tools and documents that are interdependent and may be used individually or within small group or classrooms as a group activity. The Career Planner is a tool in assisting students in improving career decision-making skills, examining interests, abilities, aptitudes, traits and talents, the study of careers of interest, and learning the planning process to achieve goals. The Career Portfolio is designed to keep all student materials that will be beneficial to them, such as a cover letter and resume, standardized test scores, job applications, employment credentials, transcript, letters of recommendation, list of references, financial aid forms, and special awards. The Career Planner is a road map assisting the student with future course selections, a resource guide and

document of supportive individuals, and how to achieve career goals. These materials provide assurance to parents that instruction is tied to career choice and provides useable and clear information. The Parents Guide to Student Career Planning is available in pamphlet form, and provides opportunities for involvement in their child's future planning and career choice.

X. Working with Employers and the Community

It is crucial that we recruit community employers as an interlink between school and community. Incorporating a networking system between school and community can and should be an asset in meeting the academic criteria and preparing the student for the world of work, free of sex bias and stereotyping. President Bush began the 1990's by calling for an improvement in the quality of the nation's educational system. Many businesses and corporations are taking an active role in improving the education of America's future workforce.

There are numerous strategies we can incorporate if we take an active role in the community. One of the counselors roles should extend beyond the school environment and into the community to become acquainted with men and women of the business and industry community.

- Patronize the various businesses in your community.
- Become an active member of various business organizations, such as Rotary, Lions Club, Kiwanis, and etc.
- Volunteer to speak to a wide range of businesses and community organizations.
- Develop presentations on equity issues and nontraditional career options. Invite business leaders to take an active role on your advisory board. The guidance advisory board should encourage businesses and industry to speak to students regarding

nontraditional careers, the importance of course selection, career guidance, and available options.

More than 500 businesses, such as AT&T, Coca-Cola, Nissan, Xerox, and Apple Computer, have adopted school district's "Adopt-A-School" program. These companies provide tutoring, attendance and achievement incentives, parent and teacher workshops, student employment, club sponsorships, and career counseling. Although businesses can provide experienced professionals to teach courses, equally important is the role model potential. These professional are individuals who can share with students the difficult circumstances they have faced, and how they overcame those difficulties in their careers. Mentor programs, provided by businesses and industry, can do more than almost any other source by communicating the potential for success to both students and employees. Mentors can help students with realistic job selection and better inform and prepare students for work.

Many companies are available and eager to assist in designing and developing brochures featuring nontraditional opportunities. Businesses and industry can also provide recruitment materials directed at nontraditional students. Invite representatives of labor organizations to serve as resource people for inservice training of staff. States like Texas have developed Scholars Programs. These programs are developed for application by business and education coalitions on a local basis throughout each state. The Scholars Program is aimed at encouraging students to complete high school courses that provide a fundamentally sound academic education needed for any productive and satisfied worker. The best source available for information on the changes taking place in business and industry practices, are people who live, work, and understand those changes. It is important that counselors build partnerships between school and employers in meeting the needs of today's students.

XI. Bias-Free Career Planning

Career development considers the importance of feelings, attitudes, prejudices, opinions, and values of individuals, as well as measured

aptitudes, achievements, interests, intelligence and other personality traits. Career planning and career decision making is a complex process. Career development programs are tools that can motivate students to discover their likes, dislikes, and career interests. Delivery of career information through computerized technology provides immediate feedback to retrieve personally relevant occupational and educational information. The Career Information Delivery System (CIDS) and the Guidance Information System (GIS) are two powerful career planning tools. Computerized career systems can generate up-to-date and individualized information for career decision making. It assists students to create a future for themselves.

Too often, very little time, thought, or planning has taken place regarding student career planning. Just ask someone you know how and why they are in their present occupational field. You will find that many individuals are in their present jobs due to luck, chance, second choice career, and are not satisfied with their jobs. It is important, more than ever before, to stress the importance of career planning. The willingness to explore and accept educational and occupational options based on interest and aptitude, rather than gender, is an important outcome of this process.

Educators are challenged to educate all students towards a higher level of literacy, to meet the demands and expectations of today's society, even though societal and other factors cause some students to attend school ill-equipped emotionally, physically and/or socially to learn.

Equal opportunity will become a reality as counselors seek greater equity for students through quality programming in the educational program. All students need to receive guidance and counseling, especially in the area of career planning on a regular basis. Decision-making, goal-setting, problem-solving, communication skills, interpersonal effectiveness, and cross-cultural effectiveness are all instrumental factors that play a vital role in the functioning of bias-free career planning.

XII. The Next Step

In conclusion, there are three points a counselor will need to consider in creating a bias-free career planning program:

- Examine your current approach. Review any data that suggests your equity goals are being met or needs updating.

- Identify the area that needs improvement and call upon the community, faculty, and parents to play a partnership role with you.

- Don't allow career planning and credential building to be a single event, but rather a developmental and ongoing process. Pick a program or system that provides this developmental base and test it out.

Guidance counselors must remember that research has shown that bias-free career planning and credential preparation for students does provide a greater number of options, improved achievement, and employer and employee satisfaction.

Recommendations for Reducing/Eliminating Sex-Bias in Career Guidance

1. Look at your personal values concerning sex roles and stereotypes and how they influence your working with students, such as:

   - conflict of family, careers and sex roles of the family members.
   - what is maleness/femaleness and the attributes (masculine/feminine) attached to each.
   - how do you treat males/females as you work with students in their career planning.

2. Explore with students their values concerning sex roles and stereotypes and how they may influence career choices. Some basic principles to help clarify values:

   - Unconditional acceptance of student
   - Give accurate information to all students, not advice (even when asked)
   - Look at career choices from students point of view, not counselors

- Ask questions about students values and experiences with sex biases. Ask thought provoking questions (e.g., if you were a member of the opposite sex, would you choose differently?)
- Use value sheets (group work) which gives a provocative situation and discuss implications.
- Encourage students to explore challenging and non-traditional career options.
- Group exploration of appropriate careers by asking small groups about their choices as a male/female.
- Include parents in career plans and group activities (discussion). NOTE: PARENTS ARE THE MOST INFLUENTIAL SOURCE ON CAREER CHOICES BY STUDENTS.
- Use career interest inventories to add to your available information on students. Check to see if measure is non-gender based or if it has male/female forms, and give both to all students.

Strategies

To help infuse sex equity:

- Build a library of nontraditional careers including skill requirements, wages, opportunities for advancement, and entry requirements.
- Show how academic skills are relevant and applicable to multiple careers.
- Show how sex biases can influence and limit their career options.
- Show that vocational education skills learned in the class can be modified and applied to a broad range of occupations.
- Give lots of examples of males/females in all kinds of careers and today's role models.

References

A Commitment to Excellence - School Guidance & Counseling Programs; Center on Education and Training for Employment. Columbus, OH (4 page brochure).

America's Changing Workforce. Nuventures Consultants. Careers, Largo, FL, 1990. Chapter 2, Adopt a School.

Drier, H. ***Career Orientation and Planning Profile (COPP)***. Career, Education and Training Associates, Inc., 1236 Langston Drive, Columbus, OH, 800-848-4815.

Drier, H., Gysbers, N. **Guidance and Counseling Programs for the Year 2000 and Beyond**, Center on Education and Processing for Employment, Columbus, OH. SN 58, 1993, 800-484-4815.

Engelbrecht, J., Lovelace, B., & Peace, B. ***Informing Students About Nontraditional Careers, A Resource Manual***. Sponsored by Texas Education Agency. Prepared by the Division of Occupational and Vocational Education, University of North Texas, June, 1987.

Ettinger, J. ***Improved Career Decision Making in a Changing World***. Garrett Park Press, 1991, Activities #24-28.

Girls, Inc. of Greater Santa Barbara Advocacy Press, Santa Barbara, CA. (Advocacy Press Books & Programs & Prestigious Award 1991). AAUW. Eleanor Roosevelt Research & Development Award for Significant Contribution to Equitable Educational Opportunities for Women.

Texas Education Agency. ***The Comprehensive Guidance Program for Texas Public Schools***. A Guide in Program Development Pre k-12th grade, Austin, Texas, 1990.

Equity and Guidance Series

The following are short descriptions of ten new publications produced to promote opening all options for youth during their career decision-making and life-planning activities. The series attempts to provide a consistent and straight-forward message and helpful activities for all involved in the process.

Order # & Price	Title	Description
D101 $10.00	Equity, Bias, & Stereo-typing Reduction-A Literature Review (70 pages)	This review represents staff reviewing over 1,200 research, effective practice, publications, curriculum, staff training efforts, etc. and selecting over 400 abstracts around 12 different categories under one cover.
D102 $12.00	Funding Resource Directory-Foundations, Corporations, and Organizations (100 pages) (National and Texas)	This new directory is one of the most compact, targeted, and the most affordable document available nationally. Staff searched numerous very expensive existing resource guides, and have now indexed and described the best groups for funding.
D103 $7.00	Equity Resource Materials Guide	Staff reviewed over 900 national curriculum, guidance, software, VCR and other visuals and documents that are current, available, and affordable. The 500 product descriptors are again organized by student age and priority equity issues.
E201 $3.00 single	Mentors Guide to Improved Equity in Student Decision Making	A targeted set of suggested methods for adult mentors to better assure that they keep all options open to students during advisement (30 pages)
E202 $3.00 single	Counselors and Bias-Free Career Planning Program	A guide for counselors that suggest a variety of methods to use with students, parents, and staff to assure all career planning advice is bias free (30 pages)
E203 $3.00 single	Teachers Guide to Student Bias-Free Career Planning	A source book of suggested methods and resources for assuring that classroom career planning activities and advice open and not close options for students (30 pages)
E204 $3.00 single	Administrators Guide to Bias-Free Classrooms	A desk-top guide for school administrators to help guide and monitor guidance and instruction towards a biased-free environment (40 pages)
E205 $3.00 single	Parents Guide to Bias-Free Career Planning	An overview of barriers that could exist, the possible effects on students career planning, and offers timely ideas on how to model and advise their children at home (30 pages)
E206 $3.00 single	Student Guide to Bias-Free Career Planning	A direct advice-giving pocket guide for students to pre-pare them for possible bias in their surroundings and within their thinking and suggest ways of keeping their options open (30 pages)
E207 $9.00 single	Equity Evaluation--A Methods Guidebook	A handbook for local school staff to better understand the law and to help define and measure those planned student and staff activities and report resulting effects (110 pages)
NOTE: $60.00 for a set of 25 booklets (E201-206)		

Order these equity materials by writing CETE Publications, 1900 Kenny Road, Columbus, OH 43210; by calling (800) 848-4815; or by faxing (614) 292-1260. Add 10% for shipping and handling, $3.00 minimum.

Career, Education, & Training Associates, Inc.
1236 Langston Drive • Columbus, Ohio 43220

Copyright ©1985 CETA Inc.